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ABSTRACT

This study examined the use of children's textbooks in the public library. The study looks at procedures used to obtain textbooks, uses of textbooks, how textbooks are processed and accessed, and the impact of the textbook collection on library service to students. A questionnaire was mailed to libraries providing textbooks to children in a suburban library system in Illinois. Data showed that all libraries obtained textbooks free from local schools. The children's librarian was always instrumental in securing the texts. The schools assumed responsibility for maintaining currency of the textbooks. None of the respondents circulated the textbook collection; all treated it as a reference collection for in-house use only. Most respondents made the text collection available in an easy access area. There was an increase in parent and student use of the library as a result of this service. Heaviest use of textbooks was recorded at the fourth, fifth, and sixth grade levels. All respondents agreed that the textbook collection resulted in positive press for both the participating schools and the library. Most saw an increase in photocopying as a result of the presence of textbooks. In some cases, a homework center was established in conjunction with the text collection, and some respondents reported an increase in tutoring at the library. A strong commitment to the continuation of the service was indicated. (Contains 14 references.) (Author/KRN)

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ED 363 339

NORTHERN ILLINOIS UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

CHILDREN'S SCHOOL TEXTBOOKS IN PUBLIC LIBRARIES

by

Mary K. Rogus

A Report Prepared Under the Direction of
Professor Andrew Torok
In Fulfillment of the Requirements
for LIBS 571

DeKalb, Illinois

April, 1993

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"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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Abstract

The purpose of this study was to examine the use of children's school textbooks in the public library. The study looks at the procedures used to obtain textbooks, uses of textbooks, how these books are processed and accessed, and the impact of the textbooks collection on library service to students. Data was gathered by mailing a questionnaire to libraries providing textbooks to children within the Suburban Library System. Data analysis showed that all studied libraries had obtained textbooks free of charge from their local schools. The children's librarian was always instrumental in securing the texts for the library. The schools assumed responsibility for maintaining currency of the textbooks. None of the respondents circulated the textbook collection and all treated it as a reference collection for in-house use only. Most respondents made the text collection available to students in an easy access area. There was an increase in parent and student use of the library as a result of this service. Heaviest use of textbooks was recorded at the fourth, fifth, and sixth grade levels. All respondents agreed that the textbook collection resulted in positive press for both the participating schools and the library. Most saw an increase in photocopying as a result of the presence of textbooks. In some cases a homework center was established in conjunction with the text collection. Some respondents reported an increase in tutoring at the library as a result of the presence of textbooks. A strong commitment to the continuation of the text service was indicated by respondents.

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Introduction

Children's Librarians recognize the importance of resource sharing and cooperation between the public library and the local schools which they serve. Children rely on the public library for their school assignment research needs. At times, students need additional information related to their school assignment. The school textbook may be the best source for this.

In order to meet this information need, some public librarians have arranged to include textbooks, used at local schools, in their library collections. Students, librarians and parents are able to use them as needed. The focus of this paper is on public libraries which have textbooks from local schools in their collection, the study results will discuss the impact of text availability, how this collection was begun, and if the children's librarians feel that this is a worthwhile and useful service.

Purpose

The purpose of this research paper will be to examine the use of textbooks in the public library from the children's librarians' point of view. It will also examine the procedure used to obtain textbooks, the use of the textbooks, how these books are processed and accessed, and the impact of the textbook collection on library service to school age patrons.

Research Question

Has placement of local school textbooks in children's departments of public libraries met the children's librarians expectations of use?

Background

Importance of Public Library Local School Cooperation

Children's Librarians recognize the importance of public library and local school communication and cooperation. This is particularly important when it comes to school generated assignments which involve the use of the public library. Judith L. Besterfeldt noted when discussing cooperation between the public library and the schools served, that when assignment alerts are utilized "students will be better prepared and work may improve when librarians are prepared in advance for assignments". She also pointed out that "some libraries have set aside areas for textbooks", in order to better meet the assignment needs of school age patrons. She further stated that "these reference collections [of school textbooks] may be obtained through school administrators. This special collection is usually housed in the public library for use by students in after-school or weekend hours."[1] Access to school textbooks at the public library can assist in clarifying an assignment not only for the school age patron but also for the parent or librarian.

Libraries and Schools as Partners

Jo Riegel, when discussing the building of a partnership between the school library/media specialist and the public librarian asks, " how can we build the type of partnership and communication that results in the kind of service students need?" She discusses the common goals of both the public and school librarian in meeting school age patron assignment needs.[2] Resources and services can be shared between the public and school library. The public library may be able to supply a "book box" of

materials to the classroom teacher on a particular topic to use for a study unit. Teachers may notify the library/media specialist and the children's librarian at the public library about upcoming assignments involving library use. As cooperation and communication increase the school principal may be approached about donating school textbooks to the public library for use as a reference source to school age patrons working on school generated assignments.

Is it the responsibility of the public library to help school age patrons with their homework assignments? Are the students needs for information as valid as that of any other library user? Jeri Arent states, "that the needs of school age patrons are as legitimate as those of any other public library patron." She feels that it is the students responsibility to do the homework assignment, but it is the responsibility of the public librarian to help the student find the information or materials needed, and to teach the student how to use the library.[3] Textbooks can be placed in the category of materials needed to complete an assignment. When a public library provides this type of material to the school age patron, it increases the patron's chances for understanding what is expected. This may lead not only to successful completion of the assignment, but also to increased self confidence in utilizing library resources.

At times, during the school year the public library can be overwhelmed keeping up with school assignments. Mary Jo Biehl of the Arlington Heights Public Library explains, " In addition to encouraging teachers to call the library about assignments, and filling out forms to send to the teacher explaining why the library was not able to provide resources needed to complete an assignment, the librarian is challenged."[4]

She believes that since school districts and public libraries share the same revenues for the most part, it is reasonable that they try to share resources also. She states, " Our library patrons are generally the same ones that attend the public schools in the area, both institutions supported by the same taxpayers. "[5] Textbooks can be useful when dealing with school generated assignments and can be a resource at the public library. Public libraries share their materials with students, classroom teachers, and school/media centers. Public schools may be willing to share a set of textbooks with the public library to assist in clarifying the school generated assignment needs of school age patrons.

Homework In The Library

In many public libraries, children come into the library to do homework. When they cannot locate information they ask the reference librarian for assistance. Even with good resources available, when a student forgets his textbook, he may not be able to complete his school assignment. It is at times like this that the librarian may wish that there was just one set of textbooks available for the student to access in order to complete his work. The library budget may not allow the librarian to purchase a complete set of books. It is in situations such as this that the local school may be approached to explore the possibility of securing a set of books, free of charge, for the librarian to make available to the students at the library. Viki Davis, from the Rolling Meadows Library, reports that her library not only was able to secure texts at no charge, but also created a homework center to allow a separate area for students to use when doing homework. The texts were part of this center.[6]

Concerns About Textbooks In Libraries

Public libraries may be concerned about the amount of space which is required to house the textbook collections. If shelf space is at a premium, this may limit the size of the textbook collection which can be accomodated. Textbooks will need to be kept up-to-date. This will require effort on the part of the library and the school.

Textbooks housed at the public library, may create increased demand on the part of students and/or parents for library staff assistance in completing homework assignments. This could be a problem if there is inadequate staff or personnel to accomodate this demand for service.

If there are several classes working on a similar assignment at the public library, and there is just one copy of each text used at the school available, it may become necessary to create a system for controlled access to the book. If demand is heavy for texts, open access may not work well. A reserve system may need to be created for use of texts. Students will need to sign the book out in order to use it. After the student is finished with the text it will be returned to the librarian and the next student will sign it out.

It is assumed that local schools will be willing to provide textbooks to public libraries at no cost. Local schools may not be able to supply every text, workbook and supplementary book to the public library because of cost. A limited collection of textbooks may be provided. If parents and students don't understand the limitations of the textbook collection they may be disappointed if the workbook that was needed to review an assignment is not available to them at the public library.

If workbooks are provided as well as textbooks, students will need to

photocopy pages from the workbook in order to write on the page. Does the library have enough photocopiers available to meet this need. What if the student does not have any money and needs the copy in order to complete the homework. Will the library have a policy which will enable the student to have a limited number of free copies?

Hypothesis

The children's librarian, in an attempt to meet the school generated assignment needs of school age patrons, provides a variety of materials in many subject areas in both circulating and reference collections. In some libraries, textbooks from local schools are made available as well, to clarify assignment related questions which are textbook related. *Textbooks are useful to children and librarians when dealing with school generated assignments.*

Children using the public library need to have as much access to needed information as possible to successfully complete school assignments. Textbooks contain explanatory information which can clarify an assignment. Since public libraries experience heavy use by children doing homework, textbooks used at local schools should be available at the public library.

Population and Sample

The population for the study is represented by children's librarians from public libraries who are part of the Suburban Library System. Identification of public libraries within the System, who provide textbooks from local schools in their collections was supplied by the Youth Services Coordinator at the Suburban Library System. The total sample consisted of the eight public libraries which were identified.

Methodology

The Suburban Library System's children's services coordinator helped identify public libraries in the southern suburban area which include textbooks from local schools in their collections. All eight libraries were chosen to be part of this study.

A questionnaire method of gathering data was utilized. Part of the questionnaire was open ended to secure background information. A Lickert Scale was constructed to organize questionnaire responses. There was a section provided for additional comments at the end of the questionnaire.

Two children's librarians from the sample were interviewed prior to the construction of the questionnaire to identify pertinent data. After construction of the questionnaire these librarians reviewed the instrument and recommended changes to improve clarity.

The questionnaire was designed to provide information about how textbooks were secured and how their presence in the collection impacted children's services at the library.

The questionnaire was then mailed to the Head of Children's Services at each of the sample libraries, with a cover letter explaining the study. All eight libraries responded.

Data Interpretation

The data was analyzed for each responding library. The answers to the open ended questions and also for the Lickert Scale portion of the questionnaire were recorded on a spreadsheet for comparison and analysis. Standard deviation and the mean were determined for the Lickert Scale items. It was found that the sample size was too small for the standard deviation and mean to have significance. The data was termed nominal in nature and the decision to compute simple percentages for variables in each answer was made.

Analysis of Data

Description of Libraries Studied

The population size of the sample suburban libraries ranged from 10,000 to 46,000. Each library had schools within its boundaries. The number of schools served by each sampled library ranged from as few as 5 to as many as 17. The library with the largest population also had the largest number of schools. There were both public and parochial schools. However, this study did not ask for a breakdown by number, of the public schools and the parochial schools, within the library's service area. Textbooks were secured from the elementary and junior high schools in 87.5% of the libraries; whereas 1 library housed texts from the high school as well. In this case the texts from the high school were considered part of the adult collection.

These libraries were committed to providing access to textbooks from local schools to the children in their communities. When asked if there were plans to eliminate the textbook collection from the library in the future all eight said no. One librarian commented that the texts are a high profile, low maintenance addition to her

department and "it has worked out great!" She said she wished all of the schools would pariticipate.

Some librarians noted that it may be more difficult for parochial schools to provide texts because of budgetary constraints. Even public schools are feeling the monetary pinch because of a decrease in governmental funding. Another commented that due to the budget constraints of one district in her area a complete set of textbooks could not be provided to the library at this time. So the library offers a limited collection. She said that in the future, she would try to purchase the missing texts from the library's budget. The majority (87.5%) felt that textbook access is an essential part of library service for students; 12.5% disagreed.

One library had been making the texts available to students for eight years. The average number of years that this service had been provided by the sample group was four years. All eight libraries treated the textbooks as a reference collection and the items did not circulate.

Establishing Service

All respondents agreed that the children's librarian was the most instrumental person in securing the textbook collection for the library. In some cases the school librarian, the principal and the school superintendent were also involved. However it was the children's librarian who took the first step towards this cooperative venture. The administrative librarian as well as public library staff members were supportive of the textbook collection.

Textbooks and/or workbooks were provided by the participating schools to the public library free of charge. Of the libraries surveyed, 75% had both textbooks

and workbooks in their collections; 25% had only textbooks.

25% of the libraries had a written textbook policy statement; 75% did not. The librarians who did not have a specific policy statement did not feel it was necessary. One librarian explained that her library did have a written policy about purchasing and adding textbooks to the collection, however, textbooks currently used in the area schools are considered "on loan" and will be returned to the schools when new ones are adopted, or if requested. None of the librarian's knew if the local school which supplied the textbooks had a written policy statement regarding this service.

Once this service was established it was publicized by the public library by 87.5% of the respondents. The local school also publicized the textbook service according to 50% of the librarians, and 62.5% stated that classroom teachers also assisted in publicizing the texts availability. It was stated by 37.5%, that students also helped publicize the textbooks, by word of mouth among themselves.

The local schools assumed responsibility for maintaining currency of the books by updating them at the beginning of each school year if changes had been made or new textbooks had been adopted. The children's librarian initiated this process at the beginning of the school year by contacting the principal.

Collection Use and Housing

Most of the respondents (62.5%) house the text collection in an easy access area and students can help themselves to needed books. Some (25%) utilize a sign out sheet to help maintain control. Others (37.5%) make texts available by request only and house the texts behind the desk or in a closed reference room. (percentages do not add up to 100% because more than one choice was made in some cases)

Texts are arranged by grade level and in some cases by individual schools. The librarians noted that when dealing with school districts the same texts are utilized by each grade level at each school. In that case it is not necessary to divide by individual schools just by school district.

Circulation Statistics

Textbook use statistics were not kept by 87.5% of the librarians. Only one library kept statitstics. This library showed that the textbook collection was used 200 times in the last school year. The respondents indicated that the heaviest use of the textbooks was at the 4th, 5th, and 6th grade levels.

When asked about increased parent and student use, since instituting the textbook service at the library, 62.5% indicated that there had been an increase; 37.5% said no appreciable increase resulted. Half of the respondents indicated that the number of students in the library has increased since adding the texts; the other half did not see an increase.

Space Impact

The majority of the librarians (75%) felt that the textbook collection did not take up too much valuable shelf space; 25% said that too much valuable shelf space was occupied by this collection. All (100%) of the librarians indicated that the texts were easily processed and the task of organizing them was not very time consuming. Most (87.5%) did not think that the textbooks occupied too much staff time to organize, process and maintain; 12.5% felt that too much staff time was needed. Several librarians commented that this was a low maintenance collection.

Materials Loss

Most of the libraries have experienced some material loss as a result of implementing an open access approach to the text collection. In a few cases an entire book may have been taken and in others pages have been torn out. One librarian said that she has a high theft rate and must come up with a solution which will not require inordinate amounts of staff time on a daily basis, to cope with this situation. She is considering the use of sign out sheets and perhaps moving the collection behind the counter, instead of keeping it in an easy access area. Some librarians(12.5%) have chosen to replace some of the textbooks which have been lost or stolen; 87.5% do not replace damaged or stolen books.

Impact of Textbooks

The majority of the librarians (62.5%) surveyed felt that school texts at the library did not help clarify homework assignments for the students; whereas 37.5% strongly agreed that texts did help. When providing reference service for students, 87.5% of the respondents felt the texts were useful, some (12.5%) disagreed.

Half of the respondents felt increased expectations for public library service when dealing with homework assignments, the other half did not. There was a significant impact on homework related activity reported by 25% of the librarians whereas 75% said the impact was not very significant. Only 12.5% reported that additional staff was added because of the introduction of texts and the resulting increase in use. No additional staff was added by 87.5% of the libraries.

All of the children's librarians agreed that the textbook collection resulted in positive press for both the participating schools and the library. A librarian noted that

the placement of textbooks in the library has been a benefit in many ways. It has saved many a child and/or parent from a missed assignment or failed test. It has been relatively painless and has met with unfailingly good response from patrons and school officials. Only 12.5% of the librarians felt that teachers at the local school reacted negatively to the text collection. In this instance, the junior high teachers said that the library was encouraging irresponsibility on the part of the students, by housing the text collection. The majority felt that the teachers were positive and supportive.

The demand for photocopying has increased as a result of the textbook collection for 62.5% of the libraries. 37.5% have not seen an increased demand for photocopying. One library has a policy which allows a predetermined number of photocopies to be free of charge to students using the texts. Since this collection cannot be taken out of the library, students must copy the material, if they need to take it home.

Although all of the librarians said that assistance would be provided to any student at the library who asks for help, 12.5% stated that assistance would be given to a student using textbooks only if research using additional library materials was required.

In 25% of the libraries a homework center, a special area of the library set aside for students working on school assignments, with a librarian or a volunteer available to assist if needed, has been established as a result of the homework activity generated by the textbook collection. Some librarians (62.5%) felt that establishing a homework center would be useful for their library in the future. Of those librarians who did not have a homework center, 25% intended to create one soon. One librarian

commented that she had a homework center available for the students to use before she arranged for the texts to be part of the collection.

Tutoring activity within the library had increased at 25% of the libraries since beginning the textbook collection. A closer relationship between the school and the library has resulted since implementing the textbook collection at 75% of the libraries. In 25% of the libraries the school/ library relationship has not changed.

Conclusions

This study found that all of the libraries surveyed obtained textbooks from local schools free of charge. These textbooks were treated as in-house use only materials and did not circulate. The children's librarian initiated the process of securing the texts by contacting the local schools. This cooperative venture not only provided access to texts at the library, but resulted in positive press for both library and schools. All the libraries had a strong commitment to providing access to textbooks from local schools to the children in their communities. Textbooks were viewed as a high profile, low maintenance collection which worked well. Local schools assumed responsibility for maintaining currency of the texts. In some cases a homework center was established to complement the textbook collection. Some respondents reported an increase of tutoring activity in the library.

Most of the libraries had experienced some material loss as a result of implementing an open access approach, but this was not considered a serious problem. Photocopying activity increased since students had to photocopy information from textbooks which did not circulate.

This study showed that public libraries can better meet children's information

needs by providing school textbooks in their collections. The hypothesis of this study was shown to be true since it was found that textbooks are useful not only to students and librarians but also to parents when dealing with school generated assignments.

Since schools and libraries frequently share a common tax base and also experience some overlap in the clientele served, it is in both their interests to share resources such as textbooks. Librarians can provide access after school and on weekends when schools may be closed. The community will gain as a result of school library cooperation. Perhaps teachers can provide information on school related assignments to the library before giving such assignments to students so librarians can be better prepared to meet research and information needs of the students.

The information needs of elementary and high school students are just as important as information needs of adult users. The public library needs to provide materials to meet these needs on a very active level. Textbooks at the library do meet material needs of students.

Suggestions for Further Research

It would be interesting to compare public libraries which do not offer textbooks from local schools in their collections with public libraries that offer this service. The researcher could look at the differences in philosophy, community needs, and school/library communication. Are the school age patron's assignment needs being well met by both types of public library collections?

Since this paper studied the Head of Children's Services expectations of use, further study could be made of the school's , parent's or school age patron's expectations of use.

End Notes

[1] Judith L. Besterfeldt, "School and Public Libraries: Working Together," ***Illinois Libraries,*** 72 (February 1990): 182.

[2] Jo Riegel, "P.I.E.: A Slice For Every Student," ***Ohio Media Spectrum,*** 11, No. 3 (Fall 1989): 40.

[3] Jen Arent, "Homework Assignments-We Can Help!," ***Ohio Media Spectrum,*** 11, No. 3 (Fall 1989): 43.

[4] Mary Jo Biehl, "Cooperation Plus," ***Illinois Libraries,*** 6, No. 1 (January 1985): 35.

[5] Ibid.

[6] Viki Davis, "Homework Center-Textbooks in the Library," ***School Library Journal,*** 33 (April 1987): 52.

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Appendix A

Cover Letter

January 30, 1993

Mary Lou Seery, Youth Services Librarian
Tinley Park Library
17101 S. 71st
TINLEY PARK IL 60455

Dear Mary Lou,

I am a graduate student completing my Master's Degree in Library Science at Northern Illinois University. As one of the requirements for this degree, I am conducting a research paper which focuses on the use of school textbooks in public libraries.

Please take a few minutes to complete the enclosed questionnaire and return it in the provided envelope not later than February 10, 1993. Your responses will be kept strictly confidential.

If you would like a copy of the results from this study, mark the appropriate space on the questionnaire form.

Thank you in advance for your assistance. I greatly appreciate your help.

Sincerely,

Mary Rogus
131 Hickory Creek Drive
Frankfort, Illinois 60423

Appendix A

Questionnaire

January 30, 1993

Dear Colleague,

I am a graduate student completing my Master's Degree in Library Science at Northern Illinois University. As one of the requirements for this degree, I am conducting a research paper which focuses on the use of school textbooks in public libraries.

Please take a few minutes to complete the enclosed questionnaire and return it in the provided envelope not later than February 10, 1993. Your responses will be kept strictly confidential.

If you would like a copy of the results from this study, mark the appropriate space on the questionnaire form.

Thank you in advance for your assistance. I greatly appreciate your help.

Sincerely,

Mary Rogus
131 Hickory Creek Drive
Frankfort, Illinois 60423

General Information

1. Approximate population of your library service area:_____
2. # of schools served (public and private):____3. # of schools having school texts at library:____
4. For how many years has your library housed school textbooks:_____
5. Are school texts supplied to library free of charge (circle one): YES NO
6. Does your school text collection contain both textbooks and workbooks (circle one): YES NO
7. Does your library have a written a policy regarding school textbooks (circle one): YES NO
8. Do the school boards whose textbooks are in your library have a written policy regarding school textbooks (check one):

   A.___ALL B.____SOME C.____NONE D.____DON'T KNOW
9. How is the textbook service publicized (check all that are appropriate):

   A.___By Library B.____By School C.____By Teachers D.____By Students
10. Are use statistics kept for school textbooks (circle one): YES NO
11. If yes, what was the usage for your most recent school year: _____
12. As a result of having a school textbook collection in your library have you seen an increase in student/parent activity (circle one): YES NO
13. What grade levels participate in the school text service:_____
14. Most active usage of school text service is at which grade levels:_____

School Textbook Updating

15. Our school textbook collection is updated (check all that are appropriate):

    A.____By schools at the beginning of each school year

    B.____By schools when new textbooks are adopted

    C.____Children's Librarian initiates the process each school year

    D.____Our library checks with principal of each participating school

School Textbook Housing and Arrangement

16. Our school textbook collection is housed (check all that are appropriate):

    A.____In an easy access area and students help themselves to the needed school textbooks

    B.____Sign out sheet is used

    C.____School textbooks are available by request only. They are behind desk or in a closed reference area

    D.____School textbooks are arranged by grade level

    E.____School textbooks are arranged first by school then by grade level within that school section

Please circle the most appropriate response for each statement using the following key:

SA=Strongly Agree ***A***=Agree ***D***=Disagree ***SD***=Strongly Disagree

SA A D SD 17. School textbooks in the public library collection clarify homework assignments for students.

SA A D SD 18. School textbooks in the public library collection assist the reference librarian when helping a child understand homework assignments.

SA A D SD 19. Access to school textbooks in the public library collection helps parents better understand their child's homework assignment.

SA A D SD 20. School textbooks in the public library collection increase expectations of public library service when dealing with school assignments.

SA A D SD 21. School textbooks in the public library collection make it necessary to add more public library staff for assisting with homework related activity.

SA A D SD 22. School textbooks in the public library collection make no significant impact on homework related activity in the public library.

SA A D SD 23. School textbook availability has increased the number of students in the public library.

SA A D SD 24. School textbooks take up too much valuable shelf space in the public library.

SA A D SD 25. The processing of school textbooks is too time consuming.

SA A D SD 26. It takes considerable staff time to organize, process, and maintain the school textbooks collection.

SA A D SD 27. School textbooks in the public library collection result in positive press for both the school and the public library.

SA A D SD 28. Teachers in local schools react positively to school textbooks in the public library collection.

SA A D SD 29. Our public library staff is supportive of school textbooks in the public library collection.

SA A D SD 30. School principals initiated the concept of placing school textbooks into the public library collection.

SA A D SD 31. The administrative librarian is supportive of school textbooks being placed into the public library collection.

SA A D SD 32. School superintendent(s) initiated the concept of placing school textbooks into the public library collection.

SA A D SD 33. The Youth Services Librarian initiated the concept of placing school textbooks into the public library collection.

SA A D SD 34. The School Librarian initiated the concept of placing school textbooks into the public library collection.

SA A D SD 35. Our public library policy is not to assist students with textbook related assignments.

Please circle the most appropriate response for each statement using the following key:

SA=Strongly Agree ***A***=Agree ***D***=Disagree ***SD***=Strongly Disagree

SA A D SD 36. Our public library policy is to assist students with school textbook related activity only if research using additional library materials is required.

SA A D SD 37. Our public library policy is to assist students with school textbook assignments if they ask for help.

SA A D SD 38. School textbooks in the public library collection has increased the demand for photocopying.

SA A D SD 39. Are you in favor of eliminating school textbooks from the public library collection.

SA A D SD 40. Our public library hopes to interest non-participating schools to place school textbooks into the public library collection.

SA A D SD 41. Some of the school textbooks in the public library collection have been damaged.

SA A D SD 42. Some of the school textbooks in the public library collection have been lost.

SA A D SD 43. Access to school textbooks at the public library is an essential part of service to students.

SA A D SD 44. Our public library has had to purchase some of the school textbooks in the public library collection.

SA A D SD 45. As a result of increased homework activity generated by school textbooks in the public library collection, our library has established a homework center.

SA A D SD 46. Do you think establishing a homework center is important for your library.

SA A D SD 47. We intend to create a homework center in our library.

SA A D SD 48. Tutoring at our library has increased since school textbooks became available.

SA A D SD 49. There is a closer relationship between the public library and local schools as a result of school textbooks being placed in the public library.

☐ *Please check this box if you would like to receive a copy of the results of this study.*

Please write comments providing additional information about your library's school textbook program below: